
SUPPORTING TEACHERS
AND TRAINERS FOR
SUCCESSFUL REFORMS
AND QUALITY OF VET

GERMANY

Mapping their professional
development in the EU



Please cite this publication as:

Hensen, K.A.; Hippach-Schneider, U. (2016). *Supporting teachers and trainers for successful reforms and quality of vocational education and training: mapping their professional development in the EU – Germany*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_DE_TT.pdf

Authors: Kristina Alice Hensen and Ute Hippach-Schneider

Reviewed by Cedefop

© Copyright: BIBB (Cedefop ReferNet Germany), 2016

Reproduction is authorised, provided the source is acknowledged.

The thematic perspectives series complements the general information on vocational education and training (VET) systems provided in '[VET in Europe' reports](#). The themes presented in the series feature high on the European agenda.

Thematic perspectives provide national overviews of specific themes in a common format and offer comparative dimension across the EU Member States, Iceland and Norway. They are available at:

<http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet/thematic-perspectives>

This thematic perspective was prepared based on data/information from 2015.

The opinions expressed here do not necessarily reflect those of Cedefop.

Thematic perspectives are co-financed by the European Union and ReferNet national partners.

ReferNet is a network of institutions across Europe representing the 28 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training. ReferNet also disseminates information on European VET and Cedefop's work to stakeholders in the EU Member States, Iceland and Norway.

<http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>

Table of contents

1. Introduction	4
1.1. The dual system of vocational education and training	4
1.2. Teachers and Trainers in vocational education and training.....	5
1.2.1. IVET.....	5
1.2.2. CVET	6
2. Teachers in VET schools	7
2.1. Category 1: Vocational school teachers.....	7
2.2. Category 2: Teachers for vocational practice (<i>Werklehrer</i>).....	9
3. Trainers in companies.....	9
3.1. Trainers in IVET (Dual system)	9
3.2. Trainers in CVET.....	11
4. Professional competence development for teachers and trainers	13
4.1. The AEVO as a support instrument for the development of competence.....	13
4.2. CVET for teachers and trainers.....	14
5. National and EU-funded projects to support VET teachers' and trainers' professional development	16
6. Conclusions	18
References	19
ANNEX 1.	20

1. Introduction

The core element of vocational education and training (VET) in Germany is the dual system. The article focuses mainly on teachers and trainers in the dual training, teachers in full-time vocational schools and provides a brief description of continuing vocational training (CVET) trainers.

1.1. The dual system of vocational education and training

Companies and part-time vocational schools cooperate on the basis of official training regulations and school curricula. In-company training takes place according to training regulations ⁽¹⁾ (*Ausbildungsordnungen*) and is under the jurisdiction of the Federal State, while school courses are carried out according to the basic curriculum (*Rahmenlehrpläne*) at part-time vocational schools (*Berufsschulen*) under the jurisdiction of the Federal *Länder*.

The main features of the dual system are:

- (a) a comprehensive large scale VET system as a combination of school education and company-based training at the workplace;
- (b) a high percentage of young people joining the system;
- (c) a variety of recognised training occupations in initial vocational education and training (IVET); in 2014, there were 327 training occupations;
- (d) on average a three to three-and-a-half-year period of training leading to a national recognised standardised certificate, which is issued by the competent bodies – by the chambers of industry and commerce and by the chambers of handicrafts – on the basis of a final examination;
- (e) an action-oriented pedagogical approach towards developing a holistic occupational competence (from general to specific);
- (f) a system mainly financed by employers – an apprentice receives a remuneration of about one-third of a skilled worker, which rises every year of training and depends upon the occupational field;

⁽¹⁾ A training regulation regulates (article 5 paragraph 1 of BBiG, 2005):

- (a) the designation of the training occupation,
- (b) the duration of the training, which shall be not less than two and not more than three years,
- (c) the description of the training occupation – the typical ‘skills, knowledge and capabilities’ of the profession in a summary form,
- (d) the framework training curriculum – a guide how to structure the teaching of skills, knowledge and capabilities in terms of content and time,
- (e) the examination requirements (BIBB, 2014b, p. 12).

- (g) close cooperation between all stakeholders involved in VET – state, region (henceforth, *Länder*), employers and trade unions at various levels.

The Vocational Training Act (*Berufsbildungsgesetz*, BBiG, 2005) makes the core legal provisions for dual VET. However, there are also other complementary laws, which regulate some aspects of dual VET. At the federal state level and related to in-company training, there are the Youth Employment Protection Act (1976), the Trade and Crafts Code (1953), the Collective Bargaining Act, the Law for the preliminary regulation of rights of Chambers of Industry and Trade, the Chambers Act, the Works Constitution Act (1972). In addition, there are *Länder* regulations for the school part of VET (the Compulsory education law, Regional school laws, the Joint agreement on coordination of training regulations and framework curricula) ⁽²⁾.

But the quality of VET does not only depend on external conditions, e.g. national standards, teachers and trainers have also a great impact. That means the quality of training corresponds to the quality of the training staff.

1.2. Teachers and Trainers in vocational education and training

1.2.1. IVET

In the dual system, there are VET school teachers and in-company trainers, with different responsibilities and duties.

VET school teachers are teaching theoretical knowledge (general and occupation-related). There are two categories of teachers: vocational school teachers and practical work teachers (*Werklehrer*). General subjects teachers must have a university degree

⁽²⁾ CVET is characterised by:

- (a) the pluralism of providers,
- (b) a largely marketplace character,
- (c) a comparatively minimal degree of regulation by the state, which plays a subsidiary role at most,
- (d) voluntary participation,
- (e) multi-functionality.

The most important legal provision is the Vocational Training Act (*Berufsbildungsgesetz*, 2005) and the Employment Promotion Act (*Arbeitsförderungsgesetz* – AFG) which is integrated into the third book of the Social Code (*Sozialgesetzbuch III*, SGB III). In addition at the federal state level there are the Adult Education Act and the Educational Leave Act. Furthermore to these central legal provisions there are other legal arrangements that refer to CVET, such as the Distance Learning Protection Act (*Fernunterrichtsschutzgesetz*, FernUSG) and the University Guidelines Act (*Hochschulrahmengesetz*, HRG), the school laws of the Federal States regulating technical schools, the university acts of the states and a large number of collective agreements. (ReferNet Germany, 2007).

at the master level (EQF level 7), and for occupation-related subjects there are special teachers for vocational practice (see Chapter 2).

With regard to in-company trainers who are in charge of training the apprentice according to the training regulation for the specific occupation and the individual training plan, there are also different categories (see Chapter 3).

In-company trainers in particular have a very important role by helping the apprentices to develop a professional identity and occupational profile together with a strong identification with their company. Furthermore, in small enterprises the trainer is a crucial role model for the following generation of employees.

Table 1. **Types of teachers and trainers in the German VET system**

Type of training	Type of Staff
Dual system of training	Trainers (instructors) or masters within companies, including the responsible VET managers in large companies: <ul style="list-style-type: none"> • Certified educators/trainers in professional education, • Certified educators/trainers in initial and continuing vocational education); VET teachers in vocational schools: <ul style="list-style-type: none"> • university trained teachers for job-related theory and general education subjects; • teacher for vocational practice (master craftsmen or technicians with additional further training) imparting practical skills) Instructors and trainers within inter-company VET centres (ÜBS)
Special VET for disadvantaged leading to dual system diplomas	VET teachers/trainers within private institutions
Full-time vocational schools	VET teachers in vocational schools
Learning facilitators	Youth workers in training schemes for the disadvantaged, training counsellors in the chambers, vocational guidance counsellors employed by the Federal Employment Agencies etc.

Source: Hensen-Reifgens and Hippach-Schneider, 2014.

1.2.2. CVET

CVET trainers are important agents in helping adults to learn (again) and to continuously update their knowledge, skills and competences. But there is a wide variety of staff acting as teachers or trainers. Their formal qualifications range from none to a university diploma, their occupational status from retired or unemployed to qualified employees in training institutions (Hensen-Reifgens and Hippach-Schneider, 2014)

2. Teachers in VET schools

In Germany, there are two categories of VET teachers: teachers for vocational school courses who have a university degree, and so-called practical work teachers (*Werklehrer*). In full-time vocational schools, only teachers of category 1 are present. The two categories are presented below.

2.1. Category 1: Vocational school teachers

Vocational school teachers are trained under the jurisdiction of the Federal *Länder*. Their training has a two-phase structure: first a course of studies at a university, then the preparatory practical service, also called the probationary period (*Referendariat*). The process is regulated by a framework agreement adopted by the Conference of Ministers of Education and Cultural Affairs (*Kultusministerkonferenz*, KMK) in 1995 and amended in 2013, the Framework agreement on the training and examination for teaching at the Secondary Level II (vocational subjects) or for vocational schools (Teaching post type 5) ⁽³⁾.

The first phase takes place at state-recognised universities and, at least partially, in higher education establishments, equivalent to universities. Students acquire fundamental professional and pedagogical knowledge. The prerequisite for access to the courses of study are general or subject-specific university entrance qualifications or a qualification recognised as equivalent ⁽⁴⁾. The prerequisite for access to a master study programme is a bachelor degree in the same subject ⁽⁵⁾. While the focus of the bachelor studies is on the occupational field, the studies at the master level focus on subject-specific didactics and the elements of teaching/educational theory.

In addition to the university courses, the first phase of teacher training includes a period of practical training that takes place both at a vocational school and in a company. Thus, initial practical experience is gained and theoretical knowledge acquired is

⁽³⁾ Rahmenvereinbarung über die Ausbildung und Prüfung für ein Lehramt der Sekundarstufe II (berufliche Fächer) oder für berufliche Schulen (Lehramtstyp 5).

⁽⁴⁾ Since the Bologna process was introduced, each of the Federal *Länder* has different general conditions; for example, there are differences with regard to the requirements for access to higher education, the structure and content of the curricula and the duration and nature of the practical training, all of which are defined by the university itself. (Schröder and Stadelmann, 2009).

⁽⁵⁾ The KMK framework agreement of 2013 is the legal basis and regulates teacher training; according to this regulation, the standard period of study for a bachelor degree is six semesters and for a master's degree four semesters.

applied. The organisation and implementation of the practical training vary between the Federal *Länder*. This phase is completed with the so-called first state examination.

The second phase of the teacher training for vocational schools is the probationary period (*Referendariat*), a service that prepares for working as a vocational school teacher. During this phase, the practical training at school, including providing lessons independently, is taking place, based on the theoretical training received during the course of studies. The preparatory service has duration of at least 12 and up to 24 months and is completed with the second state examination (KMK, 2013). This examination serves to establish whether the prospective teacher has the required professional competence and can fulfil the educational tasks independently. Teaching credentials (*Lehramtsbefähigung*) are acquired by passing the second state examination (KMK, 2013).

Table 2. **Occupational fields in teacher training**

Business and administration
Metal technology
Electrical engineering
Construction technology
Wood engineering
Textile technology and design
Laboratory technology/process technology
Media technology
Colour technology, interior design and surface technology
Health and body care
Nutrition and home economics
Agricultural economics
Social pedagogy
Nursing and care
Vehicle technology
Information technology

NB: The Federal *Länder* may allow additional occupational fields.
Source: KMK (2013).

2.2. Category 2: Teachers for vocational practice (*Werklehrer*)

Teachers for vocational practice ⁽⁶⁾ are responsible for providing young people undergoing in-company training with accompanying practical technical instruction. The lessons in practical technical subjects usually do not take place in a classroom but rather in training workshops, teaching kitchens or practice offices. The teachers work at industrial-technical schools, home economics schools and, in some Federal *Länder*, also at commercial schools. At vocational schools (industrial-technical schools), state-certified technicians or industrial/crafts and trades master craftsmen who have successfully completed pedagogical CVET provide practical technical instruction. At home economics schools, subject teachers give lessons in the subjects of home economics and handicrafts. In the commercial school system, subject teachers are trained for the subjects of text processing and office management.

3. Trainers in companies

3.1. Trainers in IVET (Dual system)

Trainers are skilled workers in enterprises who provide apprentices with the knowledge and practical skills required for an occupation. The Vocational Training Act (*Berufsbildungsgesetz*, 2005) differentiates between trainers and persons providing training. The apprentices are employed by the persons providing training, while only those who possess personal and professional aptitude are eligible to train (BIBB, 2015b), meaning that they have special competences in accordance with paragraphs 28-30 of the Vocational Training Act (*Berufsbildungsgesetz*, 2005).

Box 1. Requirements to trainers

Personally apt trainers make sure that the young people are not endangered and their character development is promoted.

Trainers are professionally apt if they have the required occupational skills and the professional and pedagogical knowledge. This is the case when they are at least 24 years old and have completed a corresponding course of vocational training or possess sufficient professional experience. The professional and pedagogical knowledge must be verified pursuant to the Trainer Aptitude Regulation (AEVO) (BIBB, 2015, p. 25).

⁽⁶⁾ Practical work teachers (*Werklehrer*) that in some Federal *Länder* are called technical teachers (*Technische Lehrer*) or subject teachers (*Fachlehrer*).

Two different categories of IVET trainers can be distinguished:

- Category 1: The large majority of IVET trainers are skilled workers, journeymen or foremen. They engage in training part time directly at the workplace. Only few have received preparatory training or are formally qualified for this activity.
- Category 2: Full-time trainers in IVET hold mostly an advanced qualification certificate as master craftsman and must have completed AEVO.

The personal and professional aptitude of the training staff is proven and guaranteed by the competent chamber that registers them. In addition, the responsibility for the examination of trainers in IVET lies with the competent bodies (e.g. chambers of industry and commerce, chambers of skilled crafts). They are also in charge of adopting examination regulations and setting up examination boards to conduct aptitude examinations for trainers.

In Germany, any company carrying out apprenticeship training has at least one employee who is the designated responsible trainer and has proven his aptitude to take over this task by successfully completing the examination for the Trainer Aptitude Regulation (*Ausbilder-Eignungsverordnung*, AEVO). For journeymen or skilled workers who want to become a master craftsman or foreman, the AEVO certificate is a standard part of the diploma and they finance this qualification mostly by themselves (or the company pays for the further qualification).

Depending on the sector and the size of the company, trainers often work in separate training workshops set up for apprentices. In big companies, there might be a training manager responsible for the whole process of steering IVET in the various occupations offered; but they are less involved in carrying out training. In small companies, the trainer is usually the owner himself.

Table 3. **Passed AEVO examinations by area of profession, by year**

Area of profession	2011		2012		2013	
	Total N	%	Total N	%	Total N	%
Trade and industry	57 516	71.6	60 780	71.3	61 161	71.5
Craft trades	21 111	26.3	22 779	26.7	22 623	26.4
Agriculture	639	0.8	666	0.8	705	0.8
Public sector	963	1.2	996	1.2	1 011	1.2
Housekeeping	51	0.1	48	0.1	48	0.1
Total	80 280	100.0	85 269	100.0	85 548	100.0

Source: BIBB, 2015a, p. 224.

Trainers involved in IVET provide a comprehensive training and lay the foundation for the whole occupational profile of the apprentice. They are recruited within the company as part of their occupational career.

The task of the trainers in the company is to plan, execute and reflect on teaching/learning processes, to accompany the learners, to determine both, their own and company-wide qualification needs, and to develop qualification opportunities customised to the target groups. Cooperation with the staff in human resource development and work organisation is also among the tasks of the training personnel (BIBB, 2015b, p. 40).

But changing conditions also mean trainers have to face new challenges, like lower-performance youths, need to prove their proficiency in dealing with heterogeneous groups, attending to individual problems, such as imminent discontinuation of training, loss of motivation or insufficient integration into the company (BIBB, 2015b, p. 40).

The number of trainers varies according to the area of profession (see Table 4).

Table 4. **Number of trainers in areas of profession, by year**

Area of profession	2011		2012		2013	
	Total N	%	Total N	%	Total N	%
Trade and industry	276 789	41.6	290 763	43.3	290 136	43.8
Craft trades	250 260	37.6	241 956	36.0	233 682	35.3
Agriculture	22 344	3.4	23 226	3.5	23 337	3.5
Public sector	19 029	2.9	20 709	3.1	20 349	3.1
Liberal professions	93 930	14.1	92 160	13.7	91 554	13.8
Housekeeping	3 153	0.5	3 168	0.5	3 090	0.5
Total	665 508	100.0	671 985	100.0	662 148	100.0

Source: BIBB (2015a, p. 224ff).

3.2. Trainers in CVET

In Germany, there is a wide variety of staff acting as teachers or trainers in CVET. Their formal qualifications range from none to a university diploma, their occupational status from retired or unemployed to qualified employees in training institutions. No common standard exists of what constitutes a CVET teacher or trainer (Hensen-Reifgens and Hippach-Schneider, 2014).

Table 5. CVET teachers and trainers

Place of work (most important providers of CVET)	Type of occupation
Private or public VET schools.	Teachers (see Section 2.2)
State CVET institutions, i.e., colleges of continuing education sponsored directly by the state, which offer provision for public employees. The most significant of these are the in-service training courses for teachers run by the <i>Länder</i> .	Teachers
Community adult education centres (<i>Volkshochschulen</i>): these exist throughout the country.	<ul style="list-style-type: none"> • Unpaid volunteers • people who teach a few hours aside from their normal job (often school teachers) • freelance workers who sell their courses on a commercial basis
Chambers of industry and commerce, of craft trades and agriculture, which offer a broad range of CVET and contribute particularly to the professionalisation and training of the workforce by recognising qualifications.	Subject specialists with varied specific educational qualification (full-time, part-time, freelance)
Company-based CVET. Many large companies have built up their own internal training centres.	Company employees (full-time, part-time or volunteer). Certified educators/trainers in initial and continuing vocational education, Certified educators/trainers in professional education
The German Federation of Trade Unions (DGB) maintains the largest institutions of vocational continuing education.	Subject specialists with varied specific educational qualification (full-time, part-time, and freelance)
Commercial CVET institutions, whose number and range of provision have grown considerably. They target those who can pay, particularly in the areas of foreign language teaching and data processing, and take an active part in competing for public funds, notably under the Employment Promotion Act.	Employees and freelance subject specialists
Institutes of distance education.	Employees and freelance subject specialists
Training organisations of various economic sectors, which organise vocational and industrial continuing education, especially in SMEs.	Employees and freelance subject specialists
Higher education institutions, which have an obligation to CVET under the Basic Higher Education Act. Some higher education institutions and vocational higher education institutions have their own CVET centres. Many offer CVET in cooperation with other providers, trade unions and employers.	Teachers

Source: Hensen-Reifgens and Hippach-Schneider (2014).

Usually trainers in CVET ⁽⁷⁾ work with their target group on a much more selective basis and train specific technical and/or soft skills according to the needs of the employees. Only larger companies can afford their own training department and CVET trainer staff to be involved in planning training activities and other organisational and administrative tasks. Compared to this, SMEs have self-employed or other external trainers (ReferNet Germany, 2007).

The recruitment of CVET trainers is diverse. Some of them come from the own workforce (i.e. master craftsmen with a particular expertise in a technical field), others are recruited from outside the company.

4. Professional competence development for teachers and trainers

4.1. The AEVO as a support instrument for the development of competence

To support VET trainers, especially skilled workers, journeymen, foremen acting as trainers (Category 1, see Section 3.1., p. 9), in the acquisition of pedagogical and technical/professional competence with regard to the AEVO, the chambers and other educational providers offer different types of courses providing theoretical and practical knowledge ⁽⁸⁾. The courses can be differentiated between attendance courses, distance learning courses and a mix of attendance and self-directed learning.

⁽⁷⁾ For CVET trainers, there are no standards or occupational profiles. There are no specific training models that characterise training for CVET trainers, only few university courses are offered. Most of them are more related to management functions in general adult education.

But in most cases, trainers have an academic degree in their specific domain of technical knowledge (university or university of applied sciences) and hold one or more trainer certificates offered by various associations / education providers.

For CVET trainers, including the external ones hired for selected seminars, etc., various formal qualifications are common:

- (a) University degree in education with specialisation in adult education,
- (b) Training certificate of a well reputed private Train-the-Trainer-Institute,
- (c) Training certificate of a training institute operated by the social partners or by an adult education centre,
- (d) Qualifications of varying scope level and focus (ReferNet Germany, 2007).

⁽⁸⁾ The BIBB recommends taking a training course with 115 hours for the AEVO.

In addition to the formal qualification on the basis of the Trainer Aptitude Regulation and the continuing training courses, there is also an in-company cooperation between the two categories of trainers (see Section 3.1., p. 9) (ReferNet Germany, 2007).

4.2. CVET for teachers and trainers

In accordance with the AEVO, it is possible from a formal perspective for people working in IVET and CVET to expand their competence and become more professional by acquiring the status of a certified initial and continuing education pedagogue (*geprüfter Aus- und Weiterbildungspädagoge*). This qualification is targeted at company training staff in all training occupations and also at employees who are active in in-company CVET. The certified initial and continuing education pedagogues are qualified to support the company in finding new apprentices, determining their aptitude and provide support in the selection process. In CVET, the certified initial and continuing education pedagogue is responsible for developing appropriate education and training provisions as well as recruiting participants for existing offers. Furthermore, they accompany skilled workers, colleagues and people active in CVET from a vocational-pedagogic perspective. Certified initial and continuing education pedagogues are also active in quality management. They can develop concepts for educational processes according to common quality standards, secure learning outcomes and learning transfer.

To take an examination⁽⁹⁾ for the qualification of the certified initial and continuing education pedagogue, a candidate must have either:

- (a) a vocational certificate in a recognised training occupation with at least three years of training, followed by at least one year of professional experience, or
- (b) a vocational certificate in another recognised training occupation, followed by at least two years of professional experience, and a completed examination pursuant to §4 of the Trainer Aptitude Regulation (AEVO) or an equivalent qualification in occupational and labour pedagogy.

The content of the professional experience needs to be significantly related to the tasks of the certified initial and continuing education pedagogue and to the professional activities of the respective training occupation (BMBF, 2013).

Another opportunity for further education is offered by the certified vocational education pedagogue (*geprüfter Berufspädagoge*)⁽¹⁰⁾. This qualification is mostly addressed to

⁽⁹⁾ To prepare for the exam, it is recommended to take training courses of 500 hours.

⁽¹⁰⁾ University courses of study with bachelor's and master's degrees which incorporate the vocational-pedagogic further training certificates are being developed and implemented at

certified initial and continuing education pedagogues, industrial master craftsmen, crafts and trades master craftsmen and administration specialists but also for university graduates. The purpose of this further education is to prepare for work in a pedagogic managerial position with strategic educational tasks. Certified vocational education pedagogues take up similarly varied activities in the fields of IVET and CVET as has been described above for certified initial and continuing education pedagogues. They plan, organise and implement educational processes. They provide advice and mentoring to learners and everyone else involved in the learning process. In addition, they shape educational processes beyond the individual environment of the learners. For example, they advise education and training providers in modernising IVET and CVET and support and train their educational staff. In addition, they assume management responsibilities and undertake leadership and achievement tasks. They are able to organise and implement projects and to take cost-benefit aspects into account. Their field of activity is personnel and organisational development (BMBF, 2013). They can be employed by companies or act as external consultants.

The prerequisite for admission to the examination for the qualification of the certified vocational education pedagogue is either:

- (a) a further training certificate of a certified initial and continuing education pedagogue or a further training certificate of management expert, commercial specialist, industrial master craftsman, specialised master craftsman or crafts and trades master craftsman or a comparable further training certificate in accordance with a further training regulation based on the Vocational Training Act (Berufsbildungsgesetz, 2005) or the Crafts and Trades Regulation Code followed by at least one year of professional experience, or
- (b) a university degree, or
- (c) a state-recognised technical school certificate after two years of further training and at least two years of subsequent professional experience, or
- (d) a successfully passed final examination in a recognised training occupation, followed by at least five years of professional experience, and a completed examination pursuant to the Trainer Aptitude Regulation (AEVO, 2009, paragraph 4) or an equivalent qualification in occupational and labour pedagogy (BMBF, 2013).

the University of Education Schwäbisch Gmünd, the Alanus University in Alfter and the Universities in Bremen and Rostock. Bremen and Rostock are trying to ensure the connectivity to the career path of vocational school teacher in that process. This would create a continuous pathway from completing IVET in a training occupation via the acquisition of the 'trainer certificate (*Ausbilderschein*)' and the vocational-pedagogic further training certificates to the bachelor's and master's degrees acquired at universities. Through such development opportunities the profession of trainer gains a new degree of attractiveness.

The content of the professional practice needs to be significantly related to the tasks of initial and continuing education pedagogues and to the professional activities of the respective training occupation (BMBF, 2013).

From the non-formal perspective, there is a variety of opportunities for continuing education and training. For example, regular updating of specialist knowledge and skills is necessary, in particular in the technical-commercial and the trades and crafts occupations. Media literacy, for example, is of high importance. Being able to handle confidently the new media (multimedia applications and the internet) is without doubt an obligatory prerequisite, especially for the training staff. Various education providers offer training opportunities on this topic, targeted primarily at trainers (BMBF, 2013).

Continuing training for trainers is usually organised by the company itself. If a company has a need for further qualification of their training staff, the necessary courses can be provided in or outside the company. Big companies usually have their own personnel development and training units, training rooms and particular teachers and trainers for the training of their staff. But SME's are also supporting their trainers in acquiring additional qualifications by offering the possibility to participate in further training courses organised by chambers or education providers.

5. National and EU-funded projects to support VET teachers' and trainers' professional development

The BIBB research project, 'Demands on the professionalism of the teaching personnel in the transition from school to the world of work' (*Anforderungen an die Professionalität des Bildungspersonals im Übergang von der Schule in die Arbeitswelt*) (term: I/2009 to II/2013), undertook a study on the skills required for successfully organising the transition. The findings show, among other things, that multi-professional cooperation between the specialists involved in VET is of particular importance for building education chains. Starting from the context of the activities of and requirements to the educational staff, the objective was to determine the skills necessary for the targeted pedagogical action during the transition period. Four groups of specialists were examined: teachers at schools of general education (special school, secondary level I) and vocational schools (vocational training preparation), socio-pedagogic specialists (school social workers, educational support) and trainers (vocational guidance, vocational preparation, IVET).

The findings also show that the organisation of the transition has led to the development of a new quality of professionalism. There are two fields of activity which place high demands on the educational staff: on the one hand, providing individual mentoring and (learning) support to young people on their path to a profession, since this requires educational phases to be linked with each other; on the other hand, networking and cooperation between all institutions and stakeholders involved, since

no single institution would be able to meet all requirements due to the complexity of the transition process.

The following skills needed for pedagogical action during the transition have been identified:

- (a) mentoring and advising young people in an individual way requires skills in the field of biography-oriented career path mentoring; this includes starting from the young person when pedagogical interventions are developed (focus: individual);
- (b) in addition, skills with regard to the subject-oriented design of learning processes and situations and with regard to pedagogical action in heterogeneous groups of learners are necessary (focus: group);
- (c) multi-professional cooperation requires cooperation and communication skills to act with and among the educational institutions involved (focus: network);
- (d) intra-systemic and inter-systemic agreement skills for interdisciplinary cooperation in and outside the institution (focus: teamwork) (Bylinski, 2014).

The information portal, foraus.de ⁽¹⁾, provides trainers with the information that matters most for their work. Members of the portal can access information through three channels:

- (a) up-to-date news items in six categories: current affairs, publications, e-learning /digital media, best practice, competitions and tenders, and events;
- (b) a newsletter that is sent out to subscribers once a month;
- (c) the Service section where visitors can find information (in German), links and resources directing them to publications, institutions and associations, further and continuing education opportunities, e-learning and media databases, and addresses of interest for online research on training issues.

The portal has four key functions:

- (a) Informing: disseminating up-to-the-minute information on all aspects of everyday vocational education and training practice and the work of training personnel;
- (b) Communicating: exchanging experience with vocational training experts in forums dedicated to specific themes;
- (c) Networking: facilitating inter-institutional and interdisciplinary contact with other trainers and experts;
- (d) Learning: making online learning modules available ⁽¹²⁾.

⁽¹⁾ <https://www.foraus.de>

⁽¹²⁾ [http://www.foraus.de/media/docs_content/FOR AUS_Faltblatt_DINlang\(GB\).pdf](http://www.foraus.de/media/docs_content/FOR AUS_Faltblatt_DINlang(GB).pdf)

6. Conclusions

Trainers in companies and teachers at vocational schools are the backbone of VET in Germany. They work in partnership at the interface between the educational sector and the labour market and assume joint responsibility in training tomorrow's skilled professionals. They are thus a key factor in the quality and attractiveness of VET.

The standards set for the initial and further training of trainers and for the university education of vocational school teachers are essential elements of quality assurance. The possible fields of activity of the training staff have significantly expanded and become more attractive due to the close interlinking of IVET and CVET. Diverse paths of professional development are established by opportunities for specialisation and the possibility of university access with all its offers.

Not only subject-specific aspects of the respective occupation but also pedagogical aspects must be learned and put into practice by the training personnel. Trainers and teachers are therefore not just imparters of knowledge in a professional and vocational perspective and with an educational policy assignment but also act as general educators. They accompany the young people on their path into a profession and pave the way to a self-determined life as an empowered and mature citizen.

The demands on the training staff, however, are constantly changing, for example due to the media habits or the changing expectations of the young people and society as a whole. Teaching and learning methods must be adapted to meet these challenges. It is no longer possible for trainers or teachers to just stick to the knowledge once acquired. Instead it becomes an individual process of lifelong learning that starts with the decision to participate in the training of young people.

References

- Ausbilder-Eignungsverordnung (AusbEignV) [Trainer aptitude regulation] (2009). *Official Gazette*, 21 January 2009.
http://www.gesetze-im-internet.de/bundesrecht/ausbeignv_2009/gesamt.pdf
- Berufsbildungsgesetz (BBiG) [Vocational training Act] (2005). *Official Gazette*, 23 March 2005, Part I, p. 931.
http://www.gesetze-im-internet.de/bundesrecht/bbig_2005/gesamt.pdf
- Betriebsverfassungsgesetz (BetrVG) [Works Constitution Act] (1972) *Official Gazette*, 15 January 1972.
<https://www.gesetze-im-internet.de/bundesrecht/betrvvg/gesamt.pdf>;
https://www.gesetze-im-internet.de/englisch_betrvvg/works_constitution_act.pdf
- BIBB (2014a). *Datenreport zum Berufsbildungsbericht. Informationen und Analysen zur Entwicklung der beruflichen Bildung*. Bonn.
- BIBB (2014b). *Training regulations and how they come about*. Bonn.
- BIBB (2015a). *Datenreport zum Berufsbildungsbericht. Informationen und Analysen zur Entwicklung der beruflichen Bildung*. Bonn.
- BIBB (2015b). *COMPENDIUM. Quality of in-company vocational education and training*. Bonn.
- BMBF (2013). *Qualifizierungsmöglichkeiten für Ausbilderinnen und Ausbilder. „Geprüfte/-r Aus- und Weiterbildungspädagoge/-in“ „Geprüfte/-r Berufspädagoge/-in“*. Bonn.
- Bylinski, U. (2014). Ausbilderinnen und Ausbilder als Akteure der Übergangsgestaltung. In: *BWP 3/2014*, BIBB. Bonn.
- Gesetz zum Schutze der arbeitenden Jugend (Jugendarbeitsschutzgesetz - JArbSchG) [Youth employment protection Act]. *Official Gazette*, 12 April 1976.
<https://www.gesetze-im-internet.de/bundesrecht/jarbschg/gesamt.pdf>
- Gesetz zur Ordnung des Handwerks (Handwerksordnung) HwO [Trade and crafts code]. *Official Gazette*, 17 September 1953.
<http://www.gesetze-im-internet.de/bundesrecht/hwo/gesamt.pdf>
- Hensen-Reifgens, K.; Hippach-Schneider, U. (2014). *Germany. VET in Europe - Country Report 2014*. Bonn.
[http://www.refernet.de/media/BIBB_ReferNet_barrierefrei\(1\).pdf](http://www.refernet.de/media/BIBB_ReferNet_barrierefrei(1).pdf)
- ReferNet Germany (2007). *Trainers in enterprises: country report Germany 2007*. Written for the comparative presentation on training VET teachers and trainers. Unpublished Manuscript.
http://www3.cedefop.europa.eu/etv/Information_resources/NationalVet/Thematic/criteria_replycop.asp
- Schröder, B.; Stadelmann, J. (2009). Zehn Jahre Bologna - Quo vadis Studium zum/zur Berufsschullehrer/in. In: *Die berufsbildende Schule*. Vol 7/8, pp. 215-221.

ANNEX 1.

Trainer aptitude regulation

1. Scope

In order to provide training in recognised training occupations pursuant to the Vocational Training Act (Berufsbildungsgesetz, 2005), trainers need to demonstrate the acquisition of the professional and pedagogical skills, knowledge and capabilities in accordance with this Regulation. This does not apply to training in the field of the liberal professions.

2. Professional and pedagogical aptitude

The professional and pedagogical aptitude comprises the competence for independent planning, performing and monitoring of vocational education and training in the fields of action:

- checking the training prerequisites and planning the training,
- preparing the training and collaborating in hiring trainees,
- performing the training,
- completing the training.

4. Examination

The examination consists of a written and a practical part. In the written part, case-related tasks from all fields of action must be addressed within 180 minutes. The practical part of the examination is subdivided into two parts, consisting of the presentation of a training situation and a subject discussion, with duration of a maximum of 30 minutes in total. For this, the examinee selects a training situation which is typical for the occupation.

History

The AEVO was adopted in 1972 and amended for the first time in 1999. It was suspended during the period from 1 August 2003 to 31 July 2009 and reinstated in 2009 after a second amendment.

NB: For the training of trainers the BIBB board has agreed on a framework curriculum and its use is recommended.
Source: AusbEignV, 2009.